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ABSTRACT

Library users, resources and staff members of the Madison, Wisconsin area (Dane County) libraries were surveyed to answer these four questions: (1) What demands for informational services are being made on local libraries that they are unable to meet, or are met with difficulty?; (2) What information resources are held and what is their accessibility to various user groups?; (3) Which of the unserved needs for information could or should be met through cooperation among different types of libraries?; and (4) What interlibrary cooperation activities and projects might serve these needs? The three surveys are discussed and results are reported. Recommendations for cooperative library programs are presented based on the survey results. (SJ)

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LIBRARY COOPERATION

FOR

THE MADISON AREA

A Survey with Recommendations

By

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Madison, Wisconsin

June, 1969

LI 003 496

PREFACE

This study was conducted through the facilities of the University of Wisconsin Library School with funds from the Wisconsin Division for Library Services under Title III of the Library Services and Construction Act. An Advisory Committee of representatives of local libraries, especially its Chairman, Mr. Bernard Schwab, gave valuable advice and guidance to the various phases of the project. The opinions and recommendations expressed in the report are the responsibility of the author.

The completion of a study such as this is dependent on the cooperation of many people. Sincere thanks are due the library users who were interviewed in local libraries, as well as library administrators who were so helpful in scheduling and providing facilities for the user interviews. Other library staff members gave generously of their time for staff interviews necessary to other parts of the study.

Three members of the project staff deserve particular credit for their efforts. Mr. Yekutiel Deligdisch, Project Assistant, contributed valuable planning assistance, carried out background studies, and conducted many of the interviews with library staff members. Miss Marcia Bluel, Student Assistant, conducted a major share of the user interviews, did much of the tabulation of interview responses, and performed many other duties very competently (including helping to move the project office not once, but twice). Finally, gratitude is expressed to Miss Margaret Grover for her excellent clerical assistance through all phases of the project.

TABLE OF CONTENTS

	Page
PREFACE	ii
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION	1
Background of the Study	
Setting of the Study	
Scope of the Study	
Format of this Report	
II. SPECIFIC STUDIES CONDUCTED	5
Library User Survey	
Library Resources Survey	
Library Staff Survey	
III. FINDINGS	11
Demands for Information Not Being Met or Causing Problems in Individual Libraries	
Area Resources and their Accessibility	
Present Interlibrary Use and Cooperation	
Needs and Desires for Cooperation	
IV. RECOMMENDATIONS	34
APPENDIX	50
Members of the Advisory Committee	
User Interview Guide - Public Library Form	
User Interview Guide - School Library Form	
User Interview Guide - College Library Form	
Telephone Reference Recording Form	
Resources Survey Questionnaire	
Staff Interview Guide	

LIST OF TABLES

Table		Page
1.	NUMBER OF USER INTERVIEWS CONDUCTED, USER REPORT FORMS GIVEN OUT AND RETURNED	7
2.	NUMBER OF USERS REPORTING UNMET AND PARTIALLY MET NEEDS	13
3.	PERCENTAGE OF "NO" AND "PARTIALLY" RESPONDENTS GIVING REASONS FOR COMING TO THE LIBRARY	14
4.	PERCENTAGE OF "NO" AND "PARTIALLY" RESPONDENTS GIVING REASONS FOR LACK OF SUCCESS	16
5.	PERCENTAGE OF "NO" AND "PARTIALLY" RESPONDENTS AT PUBLIC LIBRARIES WHO WERE STUDENTS WITH SCHOOL-RELATED NEEDS	18
6.	NUMBER OF LIBRARIES MENTIONING PROBLEM AREAS	20
7.	PERCENTAGE OF USERS REPORTING USE OF OTHER LIBRARIES	23
8.	PERCENTAGE OF "NO" AND "PARTIALLY" RESPONDENTS WHO PLANNED TO TRY ANOTHER LIBRARY	24
9.	PERCENTAGE OF "NO" AND "PARTIALLY" RESPONDENTS WHO ASKED FOR ASSISTANCE	27
10.	IDEAS CONCERNING COOPERATION EXPRESSED BY LIBRARY STAFF MEMBERS	28

CHAPTER I

INTRODUCTION

Background of the Study

The School-Public Library Cooperation Committee of the Madison Public Library and the Madison Public Schools has for a number of years carried on discussions and activities to develop and encourage cooperation between these two library systems. When funds became available through Title III of the Library Services and Construction Act to plan and develop cooperation among different types of libraries this committee began exploring the possibilities for such funded cooperative projects in Madison. In order to give a broader base to this exploration, the committee asked Bernard Schwab, Director of the Madison Public Library, to call a meeting of librarians, including representatives of other types of libraries (college, special, parochial school) in Madison and representatives of school and public libraries in the metropolitan area outside of Madison.

As ideas for cooperative projects among various types of libraries in the Madison area were explored, it became apparent that a period of careful planning would be necessary before specific projects to be developed could be decided upon. Thus, it was decided to have a planning study, conducted by someone not connected with any of the represented libraries, be the first LSCA Title III project for the Madison area. The author of this report was contacted through the University of Wisconsin Library School and was invited to submit a proposal for such a study. The proposal was submitted to the Wisconsin Division for Library Services and was funded by that agency under

LSCA Title III. The committee of representatives from various types of libraries, mentioned above, became the Advisory Committee for the study (see Appendix for a list of members).

Setting of the Study

The Madison Metropolitan area (Dane County) had a population of 277,047 according to a special census conducted in 1968. Madison itself had 164,991, including university students. Madison is the home of the University of Wisconsin, the State Capitol, and the County Seat of Dane County. In addition to Madison, Dane County contains several suburban and rural communities. The major sources of income and employment in the county are education and research, government, industry, commerce, agriculture, and tourism.

The libraries of the Madison area are many and varied. The Madison Public Library system includes the Main Library, six branches, and a bookmobile. There are 15 public libraries in Dane County communities outside of Madison. Dane County Library Services, headquartered at Madison Public Library, serves as a county library system in cooperation with these community libraries. The University of Wisconsin libraries include Memorial Library and more than 30 other school (college) libraries, departmental libraries, etc., of varying sizes and degrees of affiliation with Memorial Library. Other academic libraries include those of Edgewood College and Madison Area Technical College. The Madison Public Schools have an active library program, and there are 15 public high schools outside of Madison with libraries. There are a large number of special and governmental libraries, including a few large libraries like those of the Wisconsin State Historical Society and the Legislative Reference Bureau, and many small operations.

Scope of the Study

The questions to which the study was directed were the following:

1. What demands for informational services are being made on local libraries that they are unable to serve or that are served with difficulty?

2. What information resources are held by local libraries and what is their accessibility to various user groups in the area?

3. Which of the unserved needs for information could or should be met effectively through cooperation among different types of libraries in the area?

4. What interlibrary cooperation activities and projects might serve these needs? (Including attention to the amount and kinds of interlibrary use and cooperation already taking place.)

Three specific but interrelated studies were conducted to answer these questions; they will be detailed in subsequent sections of this report. The area included in the study is the Madison Metropolitan area, which is defined as Dane County. The Advisory Committee agreed that the library users to be studied should be restricted to those of high school age and above. Except for some preliminary planning, the study was conducted during the period of September 15, 1968 to June 15, 1969.

Due to the large number of school and public library outlets in the county, it was necessary to choose a limited number of outlets for attention in the study. Advice was sought from the administrative staffs of Madison Public Library and the Madison Public Schools library system in selecting outlets for study in these systems. The staff of the Cooperative Educational Services Agency No. 15 helped select high school libraries outside of Madison that would be representative. The Coordinator of Dane County Library Services gave advice on selecting public libraries outside of Madison. The names of specific libraries and outlets studied will be given when the various studies are discussed below.

Throughout the study there was an attempt to differentiate between libraries that were purely or mainly local in their service and those with statewide importance and services, such as the libraries on the University of Wisconsin campus and The General Reference and Loan Library of the Wisconsin Division for Library Services. The major focus of this study was on the more local libraries, while the other libraries were involved to one degree or another in selected specific phases of the study.

The Format of This Report

The balance of this report will proceed in the following manner. In the next chapter each of the three studies conducted as a part of the planning project will be described in turn. The third chapter will report the findings of these studies, organized around the general questions outlined in the section above. A final chapter will present recommendations for cooperative programs based on these findings. The Appendix contains a list of Advisory Committee members and copies of the various forms used in gathering data for the study.

CHAPTER II

SPECIFIC STUDIES CONDUCTED

This chapter will discuss the specific survey studies conducted to gather data for the planning project. The discussion will be from the point of view of scope and methods of the various studies. The findings will be presented in Chapter III.

Library User Survey

An interview survey was made of patrons in selected library outlets in the Madison area. This survey was conducted to obtain data concerning the demands for information made on local libraries and the degree to which the libraries are meeting these demands, as well as to obtain some information on the knowledgeability of library patrons about local libraries and their use. Due to time and budget limitations, the user survey concentrated on public libraries, public high school libraries and college libraries. The library staff survey, outlined below, was relied upon for data concerning user needs and success in serving them at other types of libraries (as well as for additional data on users in the libraries where the user interviews were conducted).

The interviews with the library users were conducted under the guidance of interview guides (see Appendix) by graduate student interviewers. The library patrons were allowed to give free responses to the questions, with the interviewers recording the answers in appropriate categories. If a patron had come to the library for information or material (i.e., for purposes other than only returning material, meeting a friend, studying his

own materials, etc.), he was given the User Report Form and asked to use it to report his success in using the library.

At the public and college libraries the users were interviewed as they entered the library. As soon as one interview was concluded, the next patron entering the library was interviewed. To keep the amount of data to be analyzed to manageable proportions, a maximum of 20 patrons were interviewed during each half-hour period. At the high school libraries the users tended to come to the library in large groups, making interviews upon entrance impractical. Thus, the interviewers devised a method for numbering the patrons as they sat at tables or carrels at each library and interviewed every fifth patron in the library during each class period (as time permitted).

At each school library included in the user survey interviews were conducted during one three or four hour time period, chosen in consultation with the librarian for its representativeness. At each public and college outlet interviews were conducted during morning, afternoon, and evening periods (usually in three-hour blocks of time), on weekdays and weekends, in order to get as broad a representation of library use in these outlets as possible. The survey staff was aware from the outset of the study that this sort of sampling, both of times to conduct the interviews and of patrons to be interviewed, would produce a sample that was somewhat accidental, rather than systematic or random. Thus, the data from the interviews were taken as indicative or suggestive, rather than conclusive, and verifying data from other parts of the study were used whenever possible.

The number of patrons interviewed, number of User Report Forms (URF) given out, and the number returned at each outlet is shown in Table 1. Not all the data gathered in the user survey is reported in this report.

TABLE 1

NUMBER OF USER INTERVIEWS CONDUCTED
USER REPORT FORMS GIVEN OUT AND RETURNED

Outlet	Interviews Conducted	URF's Given Out	URF's Returned
Madison Public			
Main Library	446	225	182
Sequoya Branch	221	96	79
Pinney Branch	69	28	17
Lakeview Branch	36	19	19
Monroe Street Branch	31	13	13
Middleton Public	49	9	8
Monona Public	47	17	9
Verona Public	23	7	6
Madison High Schools			
East	40	29	20
Memorial			
Central IMC	50	35	25
Learning Resource Centers	49	37	25
West	60	46	27
Middleton High School	34	8	6
Monona Grove H. S.	33	14	10
Stoughton High School	40	26	16
Verona High School	29	19	11
Edgewood College	128	70	64
Madison Area Technical College	192	69	49
Total	1577	767	586

Some of the questions were used mainly to put the patrons at ease; others were used to obtain information thought to be useful to the individual libraries surveyed and will be presented to them individually; still others represent over-ambitious estimates of the time that would be available for analysis and report preparation.

For convenience in analyzing and presenting the data, the outlets listed in Table 1 were grouped. The libraries within the groups were thought to be similar enough in type and interview results so as to allow combining the data from them. On the other hand, there seemed to be enough differences among the groupings used (at least in some respects) to justify presenting them separately. The groupings are: Madison Public Main Library, Madison Public Library branches, non-Madison public libraries, Madison high school libraries, non-Madison high school libraries, and colleges.

In a related effort to gather information on library users a survey was conducted of the telephone reference questions asked at Madison Public Library Main Library. For a period of three weeks in November and December the staffs of the various service divisions were asked to record each telephone reference question on a form provided (see Appendix) along with information as to whether or not an answer was provided and disposition of unanswered questions. Information on a total of 1,013 questions was recorded.

Library Resources Survey

As indicated by the study questions listed in the introduction, data on the library resources available in the Madison area and their accessibility to various user groups was considered an important aspect of the planning study. To gather such information an interview guide (see Appendix) was devised to be used at the various libraries in the area. Originally, a description of the holdings of each library was envisioned, with the expectation that a directory to area resources could be compiled from such information. As the study progressed, it became apparent that the level of description possible in such a survey would result in only a quite general directory and that similar directories compiled in the past have not

been useful enough to justify compiling another. This is particularly true of the larger, more visible libraries such as the large libraries on the University of Wisconsin campus. Thus, the survey staff decided to emphasize in this part of the study data on policies of use and on smaller or less obvious library resources.

With these emphases, fairly complete coverage was attempted for college, university, and important special libraries. Enough public and school libraries in the area were surveyed to give the project staff an impression of the nature of such collections and their services. Ten special and governmental libraries were surveyed, four were contacted but deemed too small to merit surveying. A survey of health sciences information resources in the county by the Madison Health Sciences Information Personnel Group provided information on some 20 additional special libraries, and a guide to Wisconsin State government agency library resources, recently compiled by the General Reference and Loan Library, covered another 21 libraries or quasi-libraries. Seven library operations were surveyed (in varying detail) on the University of Wisconsin campus, and information on several others was made available from an informal survey underway by a staff member of Memorial Library. Edgewood College and Madison Area Technical College libraries were surveyed, as were three parochial high school libraries. Essentially the same public libraries and public high school libraries were surveyed in the resources survey as were included in the library user survey (see Table 1).

Library Staff Survey

The planning study relied heavily on an interview survey of library staff members to gather data on all the study questions listed in the Introduction. An interview guide was devised (see Appendix) to serve as a basis

for these interviews, although most of the interviews with staff members covered a much wider range of topics than is indicated by the interview guide. Interviews were conducted in seven special and governmental libraries, six public libraries, ten high school libraries, two college libraries and seven libraries on the University of Wisconsin campus. In most of these libraries the head librarian was the person interviewed, although in some instances a member of the public services staff was also interviewed for additional information. A total of 45 staff members were interviewed.

CHAPTER III

FINDINGS

This chapter will report the findings of the studies outlined above. The first section will deal with the needs indicated in the library user survey, the telephone reference survey, and the library staff survey as not being served by the individual libraries or as problem areas in these libraries. The findings of the resources survey concerning library resources in the area and their accessibility to users will then be discussed briefly. A third section will indicate the present extent and nature of interlibrary use and cooperation. Finally, information from the various phases of the project will be presented concerning the needs and desires for cooperation among different types of libraries in the area.

Demands for Information Not Being Met or Causing Problems in Individual Libraries

The various phases of the study that related to this topic revealed that patterns of library use by adults in Dane County conform in general to the findings of more extensive use studies reported in the literature of librarianship. The library user survey showed that in the public libraries students and housewives accounted for major portions of users, 34.4% and 24.7%, respectively, and among employed patrons persons in the professional and managerial occupations were predominant (53.9%).

In addition to the occupational breakdown just mentioned, the user study provided information on the type of use made of the libraries by all patrons. Aside from returning borrowed materials, the largest category of

use at public libraries was to browse or to look for general reading material (25.2%), while 15.4% came to the library for information or material in specific subject fields. These subject needs ran the gamut, covering all subject areas and many levels of popularization or specialization.

Finally, information was gathered on the motivations or reasons behind the various uses made of the library. The reasons for coming to the public library were related to school or personal needs in most instances (34.0% and 59.9%). Job related needs accounted for 6.1% of the answers to this question.

The survey of telephone reference questions showed that Madison Public Library gets a high proportion (47.8%) of directory questions (identification and addresses of firms or individuals), with bibliographic, consumer information, and general subject information requests accounting for most of the remainder. Questions related to occupational needs accounted for a higher portion of telephone questions (46.1%) than was true of in-library use, with personal and school-related needs accounting for 46.6% and 7.2%, respectively.

In both school and college libraries some 80% of use was school related, with personal interests accounting for the balance. The percentage of students who came to the libraries to study their own materials was 40.3 in the college libraries and 46.2 in school libraries. Thirty-four percent of college library users and 28.4% of high school library users reported coming for subject or course related materials. Browsing or reading magazines and newspapers accounted for 12.7% of intended use at the college libraries and 16.4% at high school libraries. The subjects on which information or material was needed covered all areas, reflecting the breadth of the curricula at the various schools.

In the special libraries the staff members reported that the needs of their patrons were very closely related to the mission of the concern to which they were attached, as might be expected.

For purposes of the present report, more emphasis in the analysis of data was given to needs that were not satisfied than to general use patterns. Table 2 shows the number and percentage of users, among those returning the User Report Forms, who answered "Yes," "Partially," or "No" to the question, "Did you get the information or material that you came to the library for today?" (Question 1 on the User Report Form.) As can be seen, in most libraries over half of the users reported getting what they wanted, while a sizable portion reported not getting the material or information needed or being only partially satisfied. In interpreting these figures, it should be remembered that many patrons who presumably would have had automatic success in using the library, e.g., those just returning borrowed materials or studying their own materials, were not given User Report Forms and hence are excluded here.

TABLE 2

NUMBER OF USERS REPORTING UNMET AND PARTIALLY MET NEEDS

Libraries	Number of URF's Returned	Answers to Question 1		
		Yes	Partially	No
Madison Public				
Main	182	104 (57.1%)	46 (25.3%)	32 (17.6%)
Branches	128	78 (60.9%)	29 (22.7%)	21 (16.4%)
Non-Madison Public	23	11 (47.8%)	5 (21.7%)	7 (30.4%)
Madison High Schools	97	50 (51.6%)	37 (38.1%)	10 (10.3%)
Non-Madison High Schools	43	25 (58.1%)	10 (23.3%)	8 (18.6%)
Colleges	113	77 (68.1%)	18 (15.9%)	18 (15.9%)
Total	586	345 (58.9%)	145 (24.7%)	96 (16.4%)

Both the needs that were not met and those that were only partially met represent potential for cooperation among types of libraries, so that for analysis of "unmet" needs these categories have been combined in the rest of the report. Table 3 shows the reasons the patrons who were not completely satisfied gave for coming to the library. Those coming for specific books in the college and school libraries most often wanted materials on reserve for a course and found that they were already in use. In the public library outlets this category of unsuccessful use was about equally divided between desires for popular or "best seller" type books and for more specialized books.

TABLE 3

PERCENTAGE OF "NO" AND "PARTIALLY" RESPONDENTS GIVING REASONS FOR COMING TO THE LIBRARY

Libraries	Specific Book	Subject Information	Browse or Read Periodicals	Other
Madison Public				
Main	19.2%	55.1%	11.5%	14.1%
Branches	16.0	40.0	34.0	10.0
Non-Madison Public	8.3	75.0	8.3	8.3
Madison High Schools	2.1	38.3	10.6	48.9
Non-Madison High Schools	16.7	61.1	11.1	11.1
College	25.0	69.5	-	5.5
Total	15.4	52.3	14.1	18.3

In the browsing and periodical reading category several patrons reported that the particular periodical desired, especially daily newspapers, were in use, while others, especially in the Madison Public Library branches, were regular users of the fiction collections and had just come by to browse

for new titles. The "Other" category included such reasons for coming as to check out phonograph records, to get children's books, and responses that were not sufficiently clear to tabulate in one of the more specific categories. The high number of "other" reasons for the Madison high school libraries reflects the fact that in these libraries the interviewers gave out the User Report Forms to a larger proportion of those interviewed, whether they came to the library to use library materials or not, in order to elicit comments on the students' use of the libraries. Many of the students reported having come to the library to study from their <u>own</u> materials and then reported <u>not</u> getting what they came to the library for. Through observation of the students' library use and by interpreting additional comments made on the forms by the students, the survey staff was able to conclude that some of these students changed their minds while in the library and <u>did</u> attempt to use library materials and that some of them were reporting on their general past success in using the libraries.

In most of the outlets the majority of those who were not completely satisfied came for subject information, as Table 3 shows. The subjects desired were quite varied, running from fairly general to quite specialized. Although it was difficult to tell from the interview responses the level and type of subject material required, by combining the subject reported, purpose for which it was needed, and occupation of the user, or by using additional comments made by the user, it was often possible to get a fair idea of the type of material that was needed. Some of the impressions and conclusions drawn by the survey staff with regard to the unmet needs which suggest the need for cooperation among types of libraries will be discussed later in the report.

Table 4 shows the percentage of those answering "No" or "Partially" to Question 1 on the User Report Form who gave each of the indicated reasons for their lack of success. As indicated, at most libraries the majority of cases of lack of success were due to the needed materials' being in use. The fact that the individual libraries were found (or thought) not to own needed materials accounted for another substantial portion of unfilled or partially filled needs. Many of the responses indicating that nothing seemed to exist to serve the users' needs appeared to the survey staff to represent lack of use of bibliographic tools available in the libraries concerned. The "Other" category included such reasons as "I ran out of time," "Materials located not really relevant," "Don't really know what I want," etc.

TABLE 4

PERCENTAGE OF "NO" AND "PARTIALLY" RESPONDENTS GIVING REASONS FOR LACK OF SUCCESS

	Percent Giving Reason*				
Libraries	In Use	Not Owned	Nothing Exists	Other	Did Not Answer
Madison Public					
Main	44.9%	24.4%	7.7%	11.5%	11.5%
Branches	48.0	40.0	10.0	16.0	-
Non-Madison Public	25.0	50.0	25.0	-	25.0
Madison High Schools	27.6	40.4	12.8	25.5	-
Non-Madison High Schools	33.3	33.3	27.8	5.6	-
Colleges	36.1	36.1	8.3	19.4	-

* For some libraries the total percentages come to more than 100 as some users reported more than one reason.

The data presented in Table 4 is hard to interpret. Since only 36.1% of those who answered "No" and "Partially" to question 1 asked a library staff member for help, it is difficult to know whether the libraries actually

did not own needed material or whether the patrons merely incorrectly assumed this to be the case. Also, when identified materials were found to be in use, consultation with a librarian might have produced other available materials to fill the needs. However, as mentioned in the paragraph above, by using responses to a number of questions, in combination with additional comments provided by users, some impressions regarding needs not met in individual libraries that were appropriate to other types of libraries were drawn. These will be discussed later in the report.

In another attempt to see what implications the needs not completely met at individual libraries might have for cooperation the "No" and "Partially" respondents were analyzed to see which user groups were represented and what motivated the demands for materials and information that were not met. At the public libraries, aside from the students to be discussed below, no patterns seemed to emerge. The non-student unmet needs were distributed among the various occupational groups and among those who were motivated by job or personal needs.

One user group that always represents a particular challenge to different types of libraries in their attempts to work out policies of responsibility is that of students. Over half of the unmet needs at the Main Library of Madison Public Library were school-related needs of students, and a substantial portion of those at other public library outlets were the same, as is shown in Table 5 on the following page. At the school libraries a large portion of the unmet needs were connected with special reports and independent study projects. Also, while it did not come out in the tabulation of the formal interviews, additional comments provided by the students indicated that they expected their school libraries to provide for their recreational and other out-of-school reading needs, often with less than complete

success. In the college libraries 38.9% of the unmet needs were related to general course work, 47.2% to term papers or reports, and the remaining 13.9% were personal or other needs.

TABLE 5

PERCENTAGE OF "NO" AND "PARTIALLY" RESPONDENTS AT PUBLIC LIBRARIES WHO WERE STUDENTS WITH SCHOOL-RELATED NEEDS

	Type of Student				
Libraries	High School	UW Grad.	UW Undergrad.	Other Coll. & U.	Total
Madison Public					
Main	9%	7%	25%	14%	55%
Branches	14	-	8	6	28
Non-Madison Public	42	-	-	-	42

In the survey of telephone reference questions at Madison Public Library the reference librarians reported having answered 81.2% of the questions completely, 7.2% partially, and 11.6% not at all. The types of questions that were not answered or only partially answered were distributed similarly to the total asked. Directory questions, for which the individuals or firms could not be located in the directories consulted or for which appropriate directories could not be identified, accounted for 48.4% of the questions that were not completely answered. Requests for subject information that went beyond the capacity of the collection of Madison Public Library in one way or another (usually in degree of specialization or technicality) made up another 21.5% of the less than completely successful reference attempts. Bibliographic details (price, publisher information, etc.) on materials of interest to telephone patrons (some only very vaguely remembered) accounted for 8.1% of these questions. Other categories into which much lower percentages fell were questions on which the information

located was too lengthy or complicated to give over the telephone, materials requested to be held or referred to which were in circulation, and definitions or spelling of terms.

It is, of course, quite possible that many of the demands for information or materials discussed in the preceding paragraphs that were not met or only partially met by the individual libraries were satisfied in other libraries, to which patrons subsequently turned. The extent to which this is true has implications to cooperative programs in the area. While the library user survey provided no direct evidence on this problem, some information on the success of such subsequent library use was gathered. Of those users who reported that they had already tried another library for the information or material they were seeking at the time they were interviewed, one-third were successful in the library in which they were interviewed. More detail on this point will be provided below when present interlibrary use and cooperation are discussed.

The library staff survey indicated that most staff members felt that most of their patrons get what they need, if not always in their "primary" library, through other local libraries. However, nearly all the staff members expressed awareness of problem areas where their libraries were experiencing difficulty in serving their patrons' needs. Many of the librarians were unable to categorize these problem areas by subject, type of material, or otherwise. However, some categories did emerge. In general, the responses in the staff interviews confirmed the impressions drawn from the library user survey. Table 6 shows the categories into which responses to questions concerning such problems were placed, along with the frequency with which they were mentioned among the 25 libraries represented (this number excludes the libraries on the University of Wisconsin campus, since

this aspect of the staff interviews was not emphasized there). As can be seen, the provision of needed periodical materials causes problems in a number of libraries, as does provision of subject materials in necessary depth.

TABLE 6

NUMBER OF LIBRARIES MENTIONING PROBLEM AREAS*

Problem Category	Type of Library (and Number Represented) Public (6)	High School (10)	College (2)	Special (7)	Total (25)
Periodicals	3	5	2	3	13
Subject Materials					
General-for Term Papers, etc.	1	3	2	-	6
Critical and Biographical	-	3	-	-	3
Social Science	-	1	1	-	2
Scientific & Technical	2	3	2	1	8
Duplicates of Much Used Materials	1	2	1	-	4
Directories	1	-	-	-	1
Unable to Categorize	2	2	-	3	7

*Some libraries of each type gave more than one category.

Area Resources and Their Accessibility

Madison is, of course, very rich in library resources. Taking the area libraries collectively, materials are held on almost all subjects at all levels of specialization. A small number of the largest collections hold most of the titles available in the area. However, some of the smaller

and less visible libraries have subject strengths that add significantly to the total titles available in the area. It is not appropriate to this report to list such strengths of individual libraries, though a substantial amount of such information was collected, which can be made available, perhaps through the Advisory Committee to this study.

In addition, the smaller libraries collectively hold a great many materials, which, even if available elsewhere locally, have import for cooperation. It will be remembered from above, for example, that many of the unmet needs could have been served by additional copies of materials that were in circulation, rather than by additional titles. Since many of the larger collections in the area have statewide responsibilities, in addition to their primary clientele, it is important that the resources of the smaller or more local libraries are fully exploited for local needs and that the larger collections are turned to only for those needs that cannot be met elsewhere locally.

For the most part, the library resources in the area are accessible to area residents who have need of them. Because of their numbers and assumed tendency not to exhaust their own "primary" libraries before turning elsewhere, some user groups, especially high school students and undergraduate college students, have more restrictions placed on them than do others. Several libraries in the area, e.g., the Medical Library on the University campus and the Legislative Reference Bureau Library, have very liberal policies of use toward all user groups, though they prefer that the persons outside their primary clientele exhaust their own library resources first. Other libraries feel that the protection of the interests of their primary clientele necessitates more restrictive policies of use, most frequently

involving restrictions on the circulation of material. Again, the listing of all these policies of use would not be appropriate to this report, though information relating to them is available from the interview records.

In any case, the actual accessibility of materials held in the Madison area does not seem to be as much a barrier to their use as the sheer variety of use policies and the resulting confusion or lack of confidence among librarians responsible for referring patrons or otherwise making use of libraries other than their own. For example, the survey staff noted a tendency on the part of non-University librarians to consider all the libraries on the University campus to be as restrictive as the most restrictive outlet. Lacking knowledge of what a given library is prepared to do for members of a given user group, a librarian makes rather vague or conditional referrals or mentions of it to patrons belonging to that user group. In these situations patrons are likely not to get to use all the materials that are available to them.

Present Interlibrary Use and Cooperation

There is already a good deal of cooperation among different types of libraries in the Madison area, most of it rather informal. Also there is a good deal of multiple-library use by Madison area library users. Table 7 shows the percentage of users answering the relevant interview questions who indicated that they used libraries other than the one in which they were interviewed (excluding those in the Madison Public Library system who indicated another branch). As the table shows, over half of the users in each group of libraries reported using other libraries. Most of these users reported using the other libraries only occasionally or less frequently than the library in which they were interviewed. The high school library

users' main use of other libraries was of the public library in the city where the school was located, with some students from outside of Madison reporting use of Madison Public Library and a few indicating the State Historical Society Library and the University libraries. The public library users reported using the University libraries, school libraries, or special libraries, depending on their occupational status. The college library users' use of other libraries was divided between Madison Public Library (74.3%), the University libraries (32.2%), and other libraries (17.8%), such as the libraries in the students' home communities (the three percentages add up to more than 100, since some students reported using more than one library).

In order to refine the information on multiple library use, users in the public and college libraries who came for subject information were asked if they had tried another library for the specific information they need at the time of the interview. Table 7 also shows the percentage of patrons who answered "Yes" to this question (column 2), as well as the

TABLE 7

PERCENTAGE OF USERS REPORTING USE OF OTHER LIBRARIES

Libraries	1. Percent Who Reported Use of Other Libraries	2. Percent Who Tried Another Library for "This" Need	3. Percent of 2 Who Got What They Came for
Madison Public			
Main	61.9%	38.8%	43.8%
Branches	54.7	21.0	33.3
Non-Madison Public	61.1	40.0	37.5
Madison High Schools	87.7	Not Asked	
Non-Madison High Schools	77.0	Not Asked	
Colleges	70.7	18.8	33.3%

percentage of those answering "Yes" who reported getting what they came to the library for (column 3). This latter column on the table indicates that some one-third of those who had already tried another library for the information they were seeking at the time of the interview found using a second library successful.

Another measure of multiple-library use by area library users is the number who reported that they would try another library when they were unsuccessful at the one in which they were interviewed. Table 8 shows the percentage of those answering "No" and "Partially" to question 1 on the User Report Form who indicated that they planned to try another library for the needed material or information.

The library staff survey also indicated considerable inter-library use and cooperation. Almost all the staff members interviewed in special libraries reported that they frequently went to other local libraries in search of information for their patrons, as well as calling other libraries for reference service and occasionally borrowing materials. Some school librarians reported that they called, or had the students call, the public libraries to see if they have information not available at the school library. Almost all the staff members interviewed indicated that they at least occasionally referred patrons to other libraries in the area.

TABLE 8

PERCENTAGE OF "NO" AND "PARTIALLY" RESPONDENTS
WHO PLANNED TO TRY ANOTHER LIBRARY

Libraries	Percent	Libraries	Percent
Madison Public		Madison High	
Main	25.6	Schools	46.8
Branches	46.0	Non-Madison	
Non-Madison		High Schools	27.8
Public	41.7	Colleges	41.7

The channels or lines along which this cooperation takes place are many and rather complex. Madison Public Library was by far the most frequently mentioned library to be called for information or to which patrons are referred. In the areas of Dane County outside Madison the Dane County Library Service is the vehicle for such interlibrary use. School libraries and students request information and materials from local public libraries, which (if they do not have the materials) in turn request it from Dane County Library Service, headquartered at Madison Public Library. Dane County school librarians can refer students directly to Madison Public Library also, because of the availability of Madison Public Library's services to Dane County residents through Dane County Library Services. Special libraries use the telephone reference service of Madison Public Library, as well as using the library directly and referring patrons to it. School libraries in Madison typically refer students with needs that go beyond their resources to Madison Public Library. Both college libraries reported referring many patrons to Madison Public Library.

The libraries on the University campus also cooperate with other local libraries. Adult users of the public libraries are sometimes referred to the University libraries, and materials are often borrowed from them on interlibrary loan from campus libraries through the Division for Library Services. Librarians of special libraries reported using University libraries directly or through the Information Services of the University-Industry Research Program, a frequently mentioned channel for cooperation. College library patrons are also occasionally referred to appropriate libraries on the University campus. The State Historical Society Library was a frequently mentioned library for referrals, especially by school librarians. Local special libraries are used as sources of additional information or materials

occasionally by the staff of Madison Public Library, either by calling on the telephone or by referring patrons to the appropriate libraries. University library staff members also occasionally refer patrons to special libraries.

On the other hand, the various studies provided evidence that these informal channels are not working as effectively as they might. Many staff members indicated, implicitly or explicitly, feelings of apprehension about their referrals. The problem of uncertainty concerning the use policies of other libraries has already been mentioned above. In addition, many staff members felt that they did not have complete or precise enough knowledge of the materials and services available at the various local libraries to make effective referrals. Thus, it seems that many of the referrals made are of a rather vague and conditional sort, leaving the patron somewhat unsure of his next step.

In any case, referrals seem to account for a small part of multiple-library use by patrons. Of all the users interviewed, only eight reported having been referred to the library in which they were interviewed. As indicated earlier, the majority of those who said that they did not get entirely what they came to the library for failed to ask a librarian for assistance, ruling out the possibility of a referral. Table 9 shows the percentage of those who answered "No" and "Partially" to question 1 on the User Report form who reported asking for assistance, not asking for assistance, or who failed to answer that question. From this it seems that a large portion of the multiple-library use in the area is based on the users' own knowledge and experience, rather than on referrals by library staff members.

TABLE 9

PERCENTAGE OF "NO" AND "PARTIALLY" RESPONDENTS
WHO ASKED FOR ASSISTANCE

Libraries	Asked for Help	Did Not Ask For Help	Did Not Answer
Madison Public			
Main	41.3%	57.5%	1.2%
Branches	40.8	57.1	2.1
Non-Madison Public	33.3	66.7	-
Madison High Schools	27.9	67.4	4.7
Non-Madison High Schools	36.8	57.9	5.3
Colleges	28.6	68.6	2.8

The user survey indicated a certain randomness in this multiple-library use. Often answers to interview questions or additional comments offered by users indicated that they had not chosen to use a given library based on any knowledge of its particular strengths or objectives, but rather that they expected whatever library they were in to provide for all kinds of library needs. For example, in a given library a patron would report having come for material that seemed to the survey staff to be more appropriate to another library available to the patron. Upon having failed to obtain the material, the patron would indicate that he would then try the other library. This happened quite frequently with students at all levels. To what extent this is based on past experience with the ability of the "other" libraries to provide for needs appropriate to them, and to what extent on matters of time and locational convenience is impossible to judge.

Needs and Desires for Cooperation

This section will report the results of the survey of library staff members regarding their ideas and attitudes concerning needed cooperative

projects. In addition, an attempt will be made to set forth impressions and conclusions drawn from all phases of the project regarding needed cooperation among types of libraries in the Madison area. Recommendations for specific programs based on these needs will be made in the final chapter of the report.

One of the objectives of the library staff survey was to get ideas and suggestions for cooperative programs and projects from the librarians of the area. Few specific ideas and suggestions were produced. This seems to be due in large measure to a general satisfaction with current arrangements, but also to the fact that the librarians were asked for "off the top of the head" answers, with little opportunity for advanced thought about the matter.

Table 10 shows the frequency with which certain ideas were expressed.

TABLE 10

IDEAS CONCERNING COOPERATION
EXPRESSED BY LIBRARY STAFF MEMBERS

Idea or Category	Number of Times Mentioned
Exchange of information on periodical holdings	13
Exchange general information about services and policies	8
Exchange information on holdings of materials in specific subjects	8
Increase contact among area librarians	6
Exchange of acquisitions lists	4
Arrange reciprocal borrowing privileges (academic)	2
Present arrangements completely satisfactory	3

None of the staff members saw a need for a highly structured formal network in the area. Rather, improvement of the effectiveness of the present informal and highly flexible arrangements was the major thrust of the comments on cooperation. As Table 10 indicates, the need for more knowledge regarding holdings, services, and use policies of other libraries was the most frequently expressed concern. In fact, project staff members were continually impressed by implicit feelings of a sort of isolation on the part of the individual librarians. Librarians seemed generally to want to have more current and continuing knowledge concerning other libraries in the area, though they had few specific ideas as to how this might be achieved.

As indicated earlier in this report, some impressions were drawn by the survey staff regarding subjects and types of materials not available in individual libraries that might be provided through cooperation among types of libraries. While the evaluation of individual libraries was not an objective of this study, project staff did conclude that the appropriate response to many of the unmet needs would be to increase the collections and services of individual libraries, rather than to develop cooperative programs. Many of the libraries in the area do not meet the minimum standards published by the various professional associations. For the most part, the librarians of these institutions are well aware of these inadequacies and realize that effective cooperation can be built only when each individual library can serve the usual needs of its primary constituency. The encouragement of the development of all types of libraries should be one objective of cooperation among the libraries of the area.

On the other hand, for the infrequent specialized need, or for materials and services that are supplementary to its primary function, a library

or its patrons should be able to turn to other cooperating information sources. Some of these needs were identified by the project staff. In the school and college libraries there was heavy pressure for critical and biographical materials about books and authors. Much of the needed material is probably available in back runs of periodicals and in collected works at Madison Public Library and accessible through indexes held there (though the pressure on such periodicals at Madison Public is very heavy). Some is perhaps available locally only at Memorial Library, if at all. With increased emphasis on independent study at both high schools and colleges, there is also considerable need for rather sophisticated and specialized subject information, especially in the social and natural sciences and technology. Each of the libraries concerned is trying to strengthen its own collection in these areas, but there will no doubt always be material needed for individual projects that the school or college libraries do not hold or cannot justify buying. Again, Madison Public Library has much strength in these areas, since independent study projects often coincide with interests and needs of the community at large. However, a fair portion of these needs cannot be met at Madison Public Library either, and attention is needed to the problem of access to specialized subject information by local high school and college students.

A very high proportion of the needs of University students that were not met at Madison Public Library were curriculum-related needs for specialized subject information more appropriate to University libraries or special libraries. To what extent the fact that these needs were brought to Madison Public Library reflects the pressures on needed materials at University libraries and to what extent it reflects the convenience, physical attractiveness, and relative lack of complexity of Madison Public is

not known. The completion of an undergraduate library and the initiation of a program of services there will probably have some effect on this use pattern. In any case, cooperation in services to University students is an area needing continued study and development.

Many of the non-student users of area public libraries whose needs were not met completely came to the libraries for popular or current materials for leisure reading or listening. Cooperation among types of libraries does not seem to be the answer to this problem. On the other hand, both the telephone reference survey and library user survey identified a considerable number of needs by non-students at public libraries that might have been met in other local libraries. Information from directories not owned by Madison Public Library was one important category. Specialized subject materials connected with the occupational pursuits of users was sometimes unavailable at the public libraries. These tended to fall into the scientific and technical areas. Specific problems connected with homemaking sometimes required information probably available on the University campus or in special libraries.

Several school, public, and college libraries surveyed seemed to be faced with the need to expand the range of newspaper and periodical material accessible to their patrons. The type of periodicals needed are at a level of specialization or popularization above those indexed in Readers' Guide and below the very specialized journals reporting original research. Several dilemmas face these libraries. One is how to select from the large number of such periodicals that are occasionally needed the few that funds and space will allow. Another is whether to spend limited available funds on additional periodical subscriptions or on the indexing services, e.g., Applied Sciences and Technology Index, Social Sciences and Humanities Index,

which are necessary to give effective access to the information in the periodicals. Cooperation among these libraries may be able to accomplish both physical and bibliographic access to such periodical information for their patrons.

In a system of cooperating libraries, as in an individual library, the ability of the patrons to use the system effectively is a crucial factor. Depending on the habits of the patrons, the amount of public service staff available, and the service philosophy of the libraries, the ability and knowledge required ranges from being willing to ask for assistance to being able to use complex bibliographic and informational sources. The present study indicated that there are serious problems in this regard in the Madison area. The relatively small number of users who asked for assistance from library staff has already been pointed out, as has the apparent lack of knowledge as to what each type of library can or should be expected to provide. The questions in the various user interviews concerning how the users expected to locate materials they needed were intended to gain information about how knowledgeable the patrons were regarding library use. While these questions were not very fruitful (patrons found it difficult to predict how they would look for materials), some generalizations were possible. There seemed to be much over-reliance on the use of the card catalog, general reference tools such as encyclopedias, and browing the shelves, to neglect of periodical indexes (especially more specialized ones than Readers' Guide), other indexes, and consultation with library staff.

Cooperation among libraries might take two approaches to this very difficult problem. One would be to make the libraries, individually and collectively, easier and more logical to use. The other would be to initiate various programs to educate the patrons in the effective use of area

library resources. The emphasis in both approaches should be on increasing contact between patrons and librarians.

CHAPTER IV

RECOMMENDATIONS

The following are recommendations for specific cooperative programs among the different types of libraries in the Madison area that seemed to the project staff to be most strongly suggested by the various phases of the planning study. This list is not intended to be exhaustive, and the Advisory Committee may draw other conclusions from the results of the planning study, as presented in this report and discussed at Committee meetings.

Any cooperative programs in the Madison area should be developed with complete awareness of statewide programs and plans. Library system development is receiving a great deal of attention by all types of libraries at all levels, and both local and statewide efforts can be rendered less effective than they might be by lack of articulation among the various levels.

These recommendations have been based on the assumption that LSCA Title III funds would be available to support, on a matching basis, such programs. However, the projects recommended seem important enough for effective library service to all Madison area library users that there should be an attempt to develop them with exclusively local funding if necessary. None of the projects would require huge outlays of funds, and projects similar to most of them have been developed in other areas without Title III funding. The recommendations that follow are in the order of their priority or importance, in the opinion of the author.

1. Development of a Madison-area library organization.--The initiation of cooperative programs of any sort among types of libraries in the area is

going to require some planning and direction by interested librarians. In addition, one of the most frequent desires expressed by the staff members surveyed was for increased communication among area libraries regarding resources, services, policies, etc. For these reasons it is recommended that an organization of area librarians be formed.

Perhaps the most effective type of organization to achieve these two purposes would be one composed of representatives of local libraries or systems, rather than one composed of all local librarians. This would make a smaller, though widely representative, group which would be able to plan and execute plans more effectively than a large membership organization. The Advisory Committee to the present study, the School-Public Library Cooperation Committee, and the Madison Health Sciences Information Personnel Group are such groups and could serve as the nucleus of the new organization. This organization should have among its members representatives of as many area libraries as possible, and membership on the organization should not have to imply commitment of each library (in terms of staff or material resources) to each cooperative project initiated by the group. Since the staffs at all levels in area libraries need to be involved in the communication among libraries regarding resources, services, policies, etc., the library organization should sponsor programs for this purpose, perhaps in the nature of meetings or workshops.

2. Employment of a liaison librarian.--Almost any cooperative projects undertaken will require staff to carry them out, if only for coordination of work actually performed in the individual local libraries. It is recommended that a professional librarian be employed for this purpose. Whether or not a full-time position would be required would depend on the number and nature of the cooperative projects initiated by area libraries, but

some professional staff time specifically allocated to such projects seems essential to their development.

Funding for this position could come from staff costs written into funded interlibrary projects such as those mentioned below. Under LSCA Title III the local matching funds required could be obtained through local provision of clerical assistance to the liaison librarian, local time and materials expended on cooperative projects, etc. For purposes of salary payment, fringe benefits availability, etc., it would probably be most practical to have the liaison librarian added to the staff of one of the cooperating libraries and to have that library contract to provide services for the cooperative programs.

3. Establishment of a clearinghouse for data on Madison-area information sources.--The Madison area has a very large number and variety of information agencies and sources. These range from large and highly visible library operations to non-library agencies and even individuals. The services these various sources can and will provide are constantly changing. The inhibiting effect on present interlibrary use of the lack of current information concerning these sources has been mentioned before in this report. It is recommended that one agency be made specifically responsible for gathering data on as many area information sources of all types as possible, for continually up-dating the basic data, and for disseminating this data to those who need it.

This clearinghouse could serve as a directory and switching center for area network activity. It would provide data about sources of information via telephone to area libraries and librarians. It could issue directories or special reports, and it could provide information directly to patrons. Specific projects to be undertaken might be to:

a. Develop and maintain a file of data pertaining to information sources of all types, both library and non-library.

b. Issue and regularly update a directory of local libraries, listing policies of use for various user groups, e.g., students, general public, etc. (This sort of directory was a frequently expressed need and should have high priority.)

c. Issue subject oriented directories of area information sources on subjects of current interest, e.g., pollution of th environment.

Other possible activities are mentioned in later recommendations.

Various area libraries have data on which such a clearinghouse service could be based. For example, the University-Industry Research Program Information Services has collected a good deal of information about local libraries and information sources, and the reference staff of Madison Public Library maintains files of information on area information sources of potential use to their patrons. Considerable data will be available from the present study also. The first task of the staff of a general clearinghouse would be to attempt to pull all these together and to check the currency and accuracy of the information yielded.

The most feasible way to develop this program, perhaps, would be to have the cleasringhouse based at the library employing the liaison librarian and to have this person direct the program.

4. Exchange of bibliographic information among area libraries.--As earlier sections of this report indicate, lack of bibliographic access to materials held in other libraries seems to be a major factor inhibiting the effectiveness of interlibrary use in the area. The ideal in this regard would probably be a complete union catalog of area holdings available in each area library outlet. To attempt to achieve this ideal at the present time seems neither feasible nor desirable. On the other hand, with the increasing interest in and even use of computer applications in the bibliographic control of materials by local libraries, bibliographic access,

through printed catalogs or other remote means, to significant portions of the holdings of the larger libraries in the area may be possible in the not too distant future. These long-range prospects should be included in any immediate planning and development concerning area-wide bibliographic access to materials. Some projects recommended for immediate consideration are:

4a. Development and publication of an area-wide union list of periodicals.--Access to periodical materials was the problem most frequently mentioned by librarians interviewed, and a union list of periodicals was the most frequently suggested cooperative program. Observations by the project staff also confirm this as a development that should receive high priority.

There is considerable local experience and planning which can and should be taken into account in the development of such a list. The Madison Health Sciences Information Personnel Group has issued a union list of health sciences periodicals held by local libraries. The members of this group can offer valuable practical advice to the planners and staff responsible for a general list. Madison Public Library is presently planning for a computer-produced union list of periodical holdings for that system, and there are plans for a machine-readable serials holdings list for the libraries on the campus of the University of Wisconsin. Certainly, a general area-wide union list should be as compatible as possible with these two major lists. The experience and knowledge of local libraries already involved in union list projects should suggest levels of staff and funding needed for such an area-wide project.

An interim measure for at least some area-wide information on periodical holdings would be for the clearinghouse (see recommendation 3) to gather whatever holdings lists are available for individual libraries. Many area

libraries have such lists, ranging from mere typed lists of titles to published lists with indications of volumes held. Collectively, these represent a good deal of information on local periodical holdings. These lists could be held by the clearinghouse, from which information could be provided, or they could be duplicated and distributed to appropriate libraries.

4b. Development of a union catalog or list of directories held locally.--Many of the libraries in the area have a large amount of directory information requested of them. Local libraries, especially Madison Public Library, the University libraries, and special libraries, hold collectively a great number of directories. And yet when an individual library does not have a needed directory, as seems frequently to be the case, it is difficult to know which other library might have it. A holdings list of directories for area libraries, perhaps based on checking and annotating one of the published lists or bibliographies of directories, should be very useful. The General Reference staff at Memorial Library has a combined list of telephone directories held by various local agencies. This could perhaps become part of or a supplement to a more general listing of directories of all types. Knowledge gained from such coordination of holdings and purchasing information could perhaps be used to cut down on duplicate holdings of expensive directories, thereby allowing purchase of others and an increase in the number of directories held collectively. The libraries that are the largest users of directory information might have copies of whatever list or lists are compiled, with other libraries working through the clearinghouse (see recommendation 3).

4c. Exchange of information concerning holdings of materials indexed or listed in standard or specialized bibliographic tools.--One method of

having bibliographic access to a library collection is to know which of the materials indexed or listed in published bibliographic tools are contained in that collection. If an index or bibliography covering materials of use to the clientele of one library shows the holdings of another library, it can be a valuable reference tool. It is the opinion of this author that having selected bibliographic tools checked for holdings in appropriate area libraries and disseminating the resulting information could go a long way toward the kind of bibliographic access some local librarians desire.

It is recommended that a project be initiated to identify published bibliographic tools that give access to information appropriate to various user groups. For example, Essay and General Literature Index suggests itself as an access tool to some of the critical and biographical information (as well as a great deal of other information) frequently mentioned as a problem in school libraries. Others could be suggested from the experience of area librarians and from guides to reference tools. The identified tools would be checked for holdings in appropriate libraries in the area (some libraries no doubt already have their holdings indicated in their own copies of some of these tools). The holdings information so gathered would be disseminated to appropriate area libraries for addition to their copies of the tools. With the increased usefulness that such holdings information would add to these bibliographic tools, some libraries which have previously not elected to buy them might do so. Such exchange of holdings information might have other beneficial effects on the buying decisions of cooperating libraries also.

5. Establishment of a metropolitan periodicals center.--Some of the problems and dilemmas concerning provision of periodical materials facing local librarians have been discussed in earlier sections of this report.

For the highly specialized and infrequently needed titles, and as a short term interim measure for other periodical titles, exchange of information concerning local holdings and interlibrary lending or photocopying will undoubtedly serve as an answer. However, there seems to be a rather large body of periodical materials, of interest to high school students, undergraduate students, and out-of-school adults alike, which are not held in enough breadth or depth by local libraries individually or collectively.

Those periodicals that are heavily used at all school, academic, and public libraries, such as those indexed in Readers' Guide, should be held by all the libraries, along with the indexing tools that give access to them. For the most part, this is the case. However, there are numerous other needed periodicals which individual libraries have hesitated to buy, because they do not anticipate frequent enough use to justify purchase, because they cannot afford both the periodicals and the indexes needed to give effective access to them, or for other reasons. The local libraries that do hold these titles have sufficient pressure on them already that it seems unrealistic to expect even photocopying from existing holdings to be a long-term answer to the problem.

Thus, it is recommended that area school, public, and college librarians consider developing a cooperative periodicals center. This center would acquire runs of periodicals, perhaps in microform, emphasizing those areas where added titles (or copies) are most needed in the area. Libraries would send or telephone requests for articles to the center, and photocopies of requested articles would be mailed, or sent by messenger, promptly. Initially, the center could be based on an existing periodical collection and could use already available photocopying equipment on a contract or cost basis. The project could perhaps be approached as an experiment under a LSCA Title III grant, to be continued with local funding if it is found to

be worthwhile to the area. Since Title III funds are not available for purchase of materials, perhaps area libraries could contribute a portion of their periodicals budget to the center for purchase of periodical materials. The existence of such a central collection of periodicals quickly available to their patrons should allow participating libraries to spend funds on tools for bibliographic access to periodical information, thus much increasing the range of materials effectively accessible to their patrons.

6. Development of a program of education in the use of area library resources for various user groups.--As an earlier section of this report points out, one serious problem regarding the use of libraries, individually or collectively, is a lack of knowledge or ability in library use on the part of the users. While it is the personal opinion of this author that most of the efforts directed toward this problem should be spent on making libraries easier to use and providing more staff assistance to users, some programs to make users more informed are suggested by the study data.

Each area library might develop one or more brochures for its own patrons on the use of other information resources in the area. These brochures would emphasize general matters, such as the existence of the clearinghouse on information sources (if recommendation 3 is followed) and the importance of seeking the help of the library staff to exhaust the resources of the "primary" library before turning to another. In addition, each library receiving significant use from users outside its primary clientele might prepare a brochure explaining its services and policies especially for these users. These two types of brochures could be used in orientation programs given by various library staffs, especially, for example, with students and teachers in the schools and colleges.

Some area librarians are interested in developing instructional media on the use of local library resources. This seems to be an appropriate cooperative project for those concerned. Since this is a very complex problem, on which much effort is being expended in the library profession, perhaps local projects should be approached on a somewhat experimental and exploratory basis. Such projects might concentrate on specific identifiable user groups, e.g., students using public libraries. The Local Materials project of the Madison city schools might have the necessary professional and technical facilities to undertake such a project on a contract or funded basis. It would be useful if the media developed had sufficient flexibility to allow use in various local libraries of the same type. Perhaps single-concept film approach could be used, allowing concentration on such simple yet important concepts as the importance of consulting a librar- for assistance.

Librarians of the area need to be informed concerning the use of area information resources also. The matter of meetings, workshops, etc., has been mentioned above. Other possibilities need to be explored, especially since many librarians find it difficult to be away from their libraries to attend to meetings. For example, descriptions of the resources, services, and use policies of various libraries or information agencies might be tape recorded, so that librarians in other libraries could have an opportunity to hear about them as time permits.

7. Exploration of the appropriate relationship between libraries with resources of statewide importance and the needs of local users.--Several of the library operations in the Madison area, by virtue of the source of their financial support, traditional attitudes in the state, and the strength of their resources, have statewide expectations and responsibilities placed

upon them. These include the libraries on the University of Wisconsin campus and the General Reference and Loan Library of the Wisconsin Division for Library Services. These statewide expectations will undoubtedly become more intense as various plans for library cooperation in the state are developed. In addition, the libraries on the University campus have an increasingly large and demanding primary clientele to attempt to serve adequately. The nature of the responsibility that these libraries should accept for serving the needs of Madison area patrons is a complex problem needing careful attention.

There are a number of reasons for having these essentially statewide resources (called "resource libraries" later in this section) assume the same policy and procedural relationship to local users as they do to other user groups in the state at large. That is, Madison area users' requests for information or material that could not be filled in local libraries would be forwarded by Madison Public Library to General Reference and Loan. If the requests could not be filled there, decisions would be made as to which other resources with statewide responsibilities and agreements would be contacted. Among the reasons for this approach are the following:

a. The Division for Library Services, through General Reference and Loan Library, should be aware of the needs for information not being met on the local or system level, and having all requests channeled through General Reference and Loan Library is one way of achieving this.

    (1) This information can be important to the development of the collection of General Reference and Loan Library.

    (2) This information should be invaluable to the Division in its role of guiding library and library system development in the state.

b. The staff at General and Reference Loan, through experience and and perhaps eventually through bibliographic tools, will know to which of the resource libraries to refer a request, in order for it to have the highest probability of being filled with appropriate material.

c. This approach seems to give the most assurance that the libraries having strong resources with statewide implications can serve the state with the least risk of diluting service to their primary clientele.

(1) If the requests go through the channels outlined above, they will receive maximum screening, and only the requests for materials that are really not available elsewhere locally will go to the resource libraries.

(2) The resource libraries will be dealing with fewer "outside" agencies or individuals, hence diverting less personnel to services for non-constituents.

(3) General Reference and Loan can try to keep the volume of demands made upon the resouce libraries balanced or within the limits of the resource libraries' capacity (as indicated by agreements, feed-back from resource libraries, etc.)

(4) There seems to be less risk that this approach, as opposed to some sort of "carte blanche" arrangement, would make the resource libraries a substitute for local libraries for certain user groups, thereby inhibiting interest in local library development, in addition to interfering with services to the primary clientele of the resource libraries.

On the other hand, the location of these libraries in the Madison area means that a large number of people with information needs have special expectations of them. Some of the reasons given for a more direct relationship between the resource libraries and local clientele that came out in the survey study are:

a. The "I am a state taxpayer too" attitude is strong among some user groups, causing them to expect full direct borrowing access to the resources of state institutions and to consider restrictions on this access a denial of something that is theirs. Indeed, some libraries on the University of Wisconsin campus, e.g., the Medical Library, by reason of the specialized nature of their material, adequate physical facilities, and other factors, are able to offer direct borrowing access to almost all local user groups who have need of their material. Other libraries, e.g., Memorial Library and its branches, have found through experience that such an approach would divert badly needed materials, staff, and physical facilities from service to primary clientele.

b. Some library users who have received materials obtained by local libraries through the channels outlined above are aware that their requests were ultimately filled in a resource library located in Madison. These users have difficulty understanding why in the

future if they exhaust materials available from local libraries, they cannot decrease the time lag by going directly to resource libraries for material, since that is where it is likely to come from anyway. This is particularly true of the user who becomes quite familiar with the resources of local libraries, knows that they cannot serve his specialized needs, and would like to do a major portion of his library use at a resource library.

c. Staff members of the Madison Public Library, through experience and contact with General Reference and Loan, are often aware that for a given needed item there is a very high probability that General Reference and Loan will request it from the libraries on the University campus. It would be a saving of time and paper work if Madison Public could borrow directly from the University libraries.

d. Local special and public libraries, especially Madison Public Library, give a very substantial amount of curriculum-related library service to University of Wisconsin students. The principle of remuneration by the state for locally provided service to state institutions is receiving increasing attention and perhaps might be applied here. In any case, simple reciprocity or fairness might indicate that the University libraries should have a relationship to local library users that goes somewhat beyond their relationship to the users in the state at large.

These two sets of somewhat conflicting statements indicate the complexity of the problem and the need for exploration for solutions. The following steps should be included in such exploration:

a. The present accessibility of the resource libraries to various user groups should be made known to local libraries and to users. Walk-in service and in-library use is quite widely available, for example, and for a deposit, materials can be borrowed by adults from the Memorial Library system.

b. Future statewide studies on library cooperation and network developments should look at this problem in a statewide context. Findings and conclusions of such studies should be carefully taken into account in Madison area developments.

c. Perhaps Madison Public Library, as a public library system headquarters and as a key library in any future local network of different types of libraries, could develop a relationship with the resource libraries, especially the Memorial Library system, that would be a compromise between the seemingly round about channels that exist now and complete "carte blanche" which seems not to be feasible or practical at this time. General Reference and Loan Library now has (or very soon will have) a staff member stationed at Memorial Library who will service interlibrary loan requests made by General Reference and Loan Library to the Memorial Library

system. Madison Public Library might telephone or send requests for material thought to be appropriately borrowed from the Memorial Library system directly to this staff member and send a messenger to pick up the material directly from him. Also, for certain patrons with continuing very specialized needs, perhaps Madison Public Library could arrange for the patrons to use and borrow from the appropriate resource library directly, with Madison Public accepting responsibility for the borrowed materials, as in a normal interlibrary loan transaction. Other arrangements could be explored.

8. Continued development of cooperation between specific agencies for services to specific user groups.--Most of the above discussion regarding recommendations has been in terms of most of all area libraries or types of libraries cooperating in the programs outlined. It is expected that smaller groups of libraries and agencies will continue to develop special cooperative programs for special clientele, whether this be along subject or other lines. Indeed, it is recommended that this be the case. Some of the areas where special attention might be given are:

   a. Services to business and industry: The Madison Public Library and local special libraries enjoy a very good working relationship in serving the information needs of business and industry. This relationship can be made more fruitful through some of the programs outlined in earlier recommendations. Special formal arrangements for cooperation might be worked out between Madison Public Library and Information Services of the University-Industry Research Program. The latter might accept responsibility for serving local needs for highly technical and research information, while Madison Public Library accepts responsibility for providing business and management information for UIR's statewide clientele. The possibility for more extensive cooperation between Madison Public Library and the Library of the University of Wisconsin School of Business should be explored. The clientele of both libraries could benefit by such arrangements.

   b. Services to high school students: The demands by high school students made on all types of libraries for information and materials are becoming more and more sophisticated and varied. The responsibilities of the various types of libraries for meeting these demands need careful and continuous attention. The School-Public Library Cooperation Committee in Madison is an excellent vehicle for such attention. Perhaps local parochial school libraries could be represented on this committee. Cooperation between school and public libraries in some of the communities outside of Madison seems to be excellent. In others there is much room for improvement. Dane County Library Services might take the lead in encouraging

such cooperation. Committees similar to that in Madison could be useful in other area communities. Policies and procedures for access by students to specialized materials beyond that in school and public libraries need to be explored, perhaps by the area library organization discussed in recommendation 1 above.

c. Service to college and university students: Just over one-third of the patrons interviewed at the Madison Public Main Library were college and university students, about one-half of whom reported coming with school-related needs. Special and governmental libraries also reported substantial use by college and university students. While this represents a good base on which to build cooperative activity, it also represents a danger that a disproportionate share of time and facilities will be spent on service to college and university students by libraries for which such service is not a primary objective. Continued exploration of policies and prooedures in this area is needed.

Since many of the school-related needs brought to Madison Public Library by University of Wisconsin Students cannot be satisfied there, the reference staff of the Public Library should be as familiar as possible with the resources and services of the various University libraries, so that effective referrals can be made. This would include knowledge of the key information and switching points in the University Library system, as well as the distribution of subject strengths among the libraries, so that the students could be referred to the point on the campus that would be of most potential help to them.

Because of the proximity in their location and the overlapping interests of their clientele, Madison Public Library and the Madison Area Technical College Library should engage in particularly close cooperation. For example, those training for an occupation and those practicing it, even if on a "do-it-yourself" basis, often need the same expensive technical materials. This type of material seems to offer a good opportunity for cooperative collection development and use by the two libraries.

Cooperation among local academic libraries in serving all their students also needs continued exploration. As local college libraries develop collections that are strong enough to serve most of the needs of their students and that offer valuable specialties to the area, e.g., philosophy and theology at Edgewood College, technical materials at Madison Area Technical College, perhaps reciprocal borrowing privileges among academic libraries might be explored. In any case, present resources, services, and use policies of the various libraries should be known by the staff of each and by the students.

d. Services to disadvantaged persons: There are many agencies in the Madison area with educational or recreational programs for persons who are disadvantaged in one way or another. Library materials could have a significant impact on many of these programs. Some

libraries, e.g., Madison Area Technical College Library, University of Wisconsin Extension Division Library, serve institutions with administrative relationships to such programs. Other libraries, e.g., school libraries, are in close physical proximity to the places where calsses and meetings are held. The public libraries are responsible for serving the library needs of all segments of the population of their communities. All these libraries should cooperate among themselves and with the other community agencies which operate and administer the programs for the disadvantaged to make service to these persons more effective. A special background study on this subject, which resulted in more detailed recommendations, was conducted by the Project Assistant. A copy of the report of this special study has been submitted to the Chairman of the Advisory Committee.

APPENDIX

Members of the Advisory Committee

User Interview Guide - Public Library Form

User Interview Guide - School Library Form

User Interview Guide - College Library Form

Telephone Reference Recording Form

Resources Survey Questionnaire

Staff Interview Guide

INTERLIBRARY COOPERATION PROGRAM FOR MADISON METROPOLITAN AREA

ADVISORY COMMITTEE

Chairman - Bernard Schwab, Director
Madison Public Library

Mrs. Angeline Beckwith
Coordinator of Library Services
Madison Public Schools

Arthur Caturani, Librarian
Madison Area Technical College

Miss Ellen Ericksen
Assistant Director
Madison Public Library

Sister M. Jerome, Librarian
Edgewood College Library

Mrs. Kathryn Johnson, Librarian
Oscar Mayer Research Dept. Library

Donald Lamb, Coordinator
Dane County Library Services

(Also representing public libraries outside of Madison)

Rev. Francis J. Steffen, Librarian
Holy Name Seminary

(Also representing area parochial high school libraries)

Kenneth Taylor
Assistant Curriculum Director
Madison Board of Education

(Also representing Cooperative Educational Services Agency No. 15 for high school libraries outside of Madison)

Mrs. Frances Wood, Assistant Director
Information Services
University-Industry Research Program

Mrs. LeRoy Zweifel, Librarian
St. Mary's Hospital School of Nursing

/-

Outlet _____ Time & Day _____ Interviewer _____

MADISON AREA INTERLIBRARY COOPERATION STUDY

User Interview Guide -- Public Library Form

(Sex of user _____M _____F)

1. Do you live here in this city?

_____Yes

_____No Where do you live?_____

Is this in Dane County?

_____Yes

_____No What county is this in? _____

2. What is your occupation? _____

(If student) At what school? _____

(If university) Are you a graduate or undergraduate student?

_____ Graduate

_____ Undergraduate

3. For what purpose did you come to the library today?

_____ Return borrowed material

_____ Check out a specific book

_____ Browse for something good or interesting to read or listen to

On any particular subject? _____

_____ Read magazines or newspapers

On any particular subject? _____

_____ To find some information or material on a subject

What subject? _____

_____ Study own material in the library

_____ Get books for children or bring children to library

_____ Other (specify) _____

4. What raised the need for this information for you? Your job, a course you are taking, or your personal needs?

_____ Job

_____ School or course

_____ Personal needs or hobby

5. Do you have a specific book title or piece of material in mind now?

_____ Yes What is it? _____

How did this come to your attention? _____

_____

_____ No How do you expect to go about finding material in the library to help you?

_____ Card Catalog

_____ Periodical Index

_____ Library Staff

_____ Know shelf location or call number

_____ Other (explain) _____

6. Is this the only library that you have tried for this material?

_____ Yes

_____ No Which other library(s) have you tried? _____

_____

Were you referred from there to this library?

_____ Yes

_____ No

7. Do you use other libraries in the area?

_____ Yes Which one(s) _____

_____

Do you use it (them) more or less often than you do this one?

_____ More

_____ Less

_____ About the same

MADISON AREA INTERLIBRARY COOPERATION STUDY

User Report Form

Your filling out this form and leaving it in the box at the door as you leave the library will be of great help to our study. Thank you.

1. Did you get the information or material that you came to the library for today?

   _____ Yes

   _____ Partially

   _____ No

2. If your answer to number 1 is "No" or "Partially," do you know why you were not completely successful?

   _____ The library does not seem to own the material I need.

   _____ The library owns the material, but it is in use.

   _____ No material seems to exist to answer my needs, at least I couldn't identify any.

   _____ Other reasons--please explain _____

   _____

3. Did you ask a library staff member for help?

   _____ Yes

   _____ No

4. If your answer to number 1 is "No" or "Partially," will you do anything further to get material or information?

   _____ Yes

   _____ No

   If your answer to question 4 is "yes," what do you intend to do? _____

   _____

Outlet _____ Time & Day _____ Interviewer _____

MADISON AREA INTERLIBRARY COOPERATION STUDY

User Interview Guide - School Library Form

1. What class are you in? _____9th _____10th _____11th _____12th

2. For what purpose did you come to the library today? (Read through all the choices before checking.)

_____ To return material borrowed earlier

_____ To use or check out material assigned for a course

_____ To look around for something good to read or listen to for enjoyment or general information

_____ To read magazines or newspapers for enjoyment or general information.

_____ To use audio-visual equipment (e.g., listen to a recording, see a film, etc.)

_____ To get some material or information on a subject

What subject? _____

_____ To read or study my own textbooks, notebooks, or material

_____ Other reasons - please explain _____

_____ _____ _____

3. Is the information or material for which you came to the library today to be used for:

_____ School work _____ Hobby _____ Other personal interests

4. Did you have a specific book or piece of material already in mind when you came into the library?

_____ Yes _____ No

If your answer is "Yes," how did you find out about it? _____

_____

If your answer is "No," how will you go about finding material that might help you or serve your needs? _____

_____

5. Do you use other libraries in the area?

_____ Yes _____ No

If your answer is "Yes," which other library(s) do you use? _____

_____

How often do you use the other library(s)?

_____ Just once in awhile _____ About once a week

_____ More than once a week

MADISON AREA INTERLIBRARY COOPERATION STUDY

User Report Form

Your filling out this form and leaving it in the box at the door as you leave the library will be of great help to our study. Thank you.

1. Did you get the information or material that you came to the library for today?

   _____ Yes

   _____ Partially

   _____ No

2. If your answer to number 1 is "No" or "Partially," do you know why you were not completely successful?

   _____ The library does not seem to own the material I need.

   _____ The library owns the material, but it is in use.

   _____ No material seems to exist to answer my needs, at least I couldn't identify any.

   _____ Other reasons--please explain _____

   _____

3. Did you ask a library staff member for help?

   _____ Yes

   _____ No

4. If your answer to number 1 is "No" or "Partially," will you do anything further to get material or information?

   _____ Yes

   _____ No

   If your answer to question 4 is "yes," what do you intend to do? _____

   _____

Outlet _____ Time & Day _____ Interviewer _____

MADISON AREA INTERLIBRARY COOPERATION STUDY

User Interview Guide - College Library Form

1. Are you a student at this school?

_____ Yes

_____ No What is your status?

_____ Faculty at this school

_____ Other (explain) _____

2. For what purpose did you come to the library today?

_____ Return borrowed material

_____ Check out a specific book (or books)

_____ Read reserve material in the library

_____ Browse for something good or interesting to read or listen to

On any particular subject? _____.

_____ Read magazines or newspapers

On any particular subject? _____

_____ Find some information or material on a subject

What subject? _____

_____ Study <u>own</u> material in library

_____ Other (specify) _____

3. What raised the need for this information for you? _____

_____

4. Do you have a specific book title or piece of material in mind now?

_____ Yes How did this come to your attention? _____

_____

_____ No How do you expect to go about finding material in the library to help you?

_____ Card Catalog _____ Periodical Index

_____ Staff _____ Know shelf location

_____ Other (explain) _____

5. Is this the only library that you have tried for this material?

_____ Yes

_____ No Which other library(s) have you tried? _____

_____

Were you referred from there to this library?

_____ Yes

_____ No

6. Do you use other libraries in the area?

_____ Yes Which one(s) _____

How frequently do you use it (them)? _____

_____ No

MADISON AREA INTERLIBRARY COOPERATION STUDY

User Report Form

Your filling out this form and leaving it in the box at the door as you leave the library will be of great help to our study. Thank you.

1, Did you get the information or material that you came to the library for today?

_____ Yes

_____ Partially

_____ No

2. If your answer to number 1 is "No" or "Partially," do you know why you were not completely successful?

_____ The library does not seem to own the material I need.

_____ The library owns the material, but it is in use.

_____ No material seems to exist to answer my needs, at least I couldn't identify any.

_____ Other reasons--please explain _____

_____

3. Did you ask a library staff member for help?

_____ Yes

_____ No

4. If your answer to number 1 is "No" or "Partially," will you do anything further to get material or information?

_____ Yes

_____ No

If your answer to question 4 is "yes," what do you intend to do? _____

_____

MADISON AREA INTERLIBRARY COOPERATION STUDY
Telephone Reference Recording Form

Date _____ Time _____ Staff Member _____

1. Question (be specific): _____

_____

_____

2. Patron wants: Material? Information? Both? _____

3. Patron's name and telephone no. _____

_____

4. Patron's occupation _____

5. Information is needed for:

_____ Occupation or business use

_____ School use _____ Personal use

6. Was question answered or material located?

_____ Yes _____ Partially _____ No

7. If "No" or "Partially," what disposition was made of the question?

_____ Referred (to whom or where)_____

_____

_____ No further action seemed needed or appropriate.

Comments:

MADISON AREA INTERLIBRARY COOPERATION STUDY

Resources Survey Questionnaire

Name of Library (and Department) _____

Name of Respondent _____

Position of Respondent _____

1. How many volumes did your collection contain at the end of your last fiscal year? _____

2. How many volumes were added to your collection during the last fiscal year?

_____

3. How many periodicals or journals do you currently receive?

_____

_____

4. For how many periodicals do you have back runs (including those on microfilm)?

_____

5. Does your library collection emphasize or specialize in one or a group of subjects?

_____ Yes _____ No

(If Yes) Please indicate below the subjects you emphasize. If at all possible, please estimate the percentage of your collection, or number of volumes, that are in each of these subjects.

Subject	Volumes or %
_____	_____
_____	_____
_____	_____
_____	_____

6. Does your collection contain a significant amount of printed material other than books (e.g., pamphlets, reprints, research reports, etc.)?

_____ Yes _____ No

(If your answer to question 6 is "Yes") Please describe briefly the extent and subject coverage of such material below.

7. Does your collection contain audio-visual materials (e.g., films, filmstrips, recordings, etc.)?

_____ Yes _____ No

(If "Yes") Please describe briefly the extent and subject coverage of such materials below.

8. Are there other materials in your collection that have not been included in answer to the questions above?

_____ Yes _____ No

(If "Yes") Please describe these materials below.

9. Do you consider there to be particular strengths in your collections that are not held by other libraries in the Madison area?

_____ Yes _____ No

(If "Yes") Please describe these strengths or holdings below.

10. Are there bibliographic tools from which you buy or have bought a significant portion of the cited or indexed items? If so, please indicate them below in appropriate categories.

a. Periodical indexes whose periodicals you attempt to have

_____

_____

_____

b. Indexes for which you try to hold indexed materials

_____

_____

_____

c. Standard lists or catalogs

_____

_____

_____

d. Others

_____

_____

_____

11. Please list at the left below those classes of patrons who may borrow materials from your collection for use outside the library. On the right please indicate any restrictions or special circumstances (e.g., deposit or fee required, special permission required) that apply to any class of patrons.

_____	_____
_____	_____
_____	_____
_____	_____

12. What classes of patrons may use materials <u>in</u> the library (in addition to the above)?

13. Are there classes of patrons that you discourage from using your library (e.g., high school students)? If so, please indicate which.

14. Will your library lend materials on interlibrary loan to other libraries?

_____ Yes _____ No

_____ With restrictions (explain) _____

_____

15. Do you have photo-copying facilities, so that patrons may have copies made from materials in your collection?

_____ Yes _____ No

(If "Yes") What is the cost per page? _____

16. Do you have printed material describing your collections and services?

_____ Yes _____ No

(If "Yes") We would appreciate very much having a copy for our use on the study.

17. Do you have a written book selection policy?

_____ Yes _____ No

(If "Yes") We would appreciate very much having a copy.

4

Interviewer _____

MADISON AREA INTERLIBRARY COOPERATION STUDY

Staff Interview Guide

Name _____

Library _____

Position _____

1. About how long have you held this position? _____

2. What kinds of requests for material or information seem to be most frequent in this library? What types of patrons use your library or department most?

3. Do you sometimes have requests or do your patrons have needs that your library cannot handle or serve completely?

4. Do these "problem" requests, if any, fall into any particular subject areas or require any particular types of material (e.g., periodicals)?

5. What do you usually do about requests that go beyond your library's capacity?

6. Do you refer patrons to other libraries in the area. If "yes," how frequently?

7. Which libraries, if any, do you refer patrons to?

8. Do you borrow materials from other libraries in the area? If "yes," approximately how many volumes do you borrow per week or month?

9. From which libraries, if any, do you borrow most frequently?

10. Other than interlibrary loan, do you use other libraries in the area as sources of information for your patrons? If "yes," which libraries are so used?

11. Are there non-library sources of information that you use or maintain contact (e.g., experts, offices, etc.)? If so, which ones do you use.

12. Do you feel that there are any problems or difficulties that keep you from using other libraries in the area, or from helping your patrons use other libraries, as effectively as possible?

13. For example, do you think you would be able to help your patrons better if you knew more about other libraries in the area?

    (If "yes") What kinds of things would you like to know?

14. Do other libraries in the area refer patrons to your library? If so, which libraries?

15. Do other libraries in the area borrow materials from you on interlibrary loan? How many such loans do you make in a week or month?

16. Do patrons of other libraries in the area use your library? If so, from which library(s)?

17. Is your library currently involved in any cooperative programs with other libraries in the area? I am interested in <u>informal</u> as well as formal programs.

    (If any are mentioned) Do you think they are working out satisfactorily? Please explain.

18. Have there been other cooperation programs in the past that you know of?

    (If any are mentioned) Do you think they were successful?

19. What kinds of cooperation among libraries in the area would you like to see develop or do you think would be useful?